

## Course Outline

### 1. COURSE INFORMATION

<b>Session Offered</b>	Fall 2021	
<b>Course Name</b>	Professional Communications	
<b>Course Code</b>	GENTECH 1PC3	
<b>Date(s) and Time(s) of lectures</b>	C01 M 10:30-12:20	
<b>Program Name</b>	General Technology within the B.Tech Program	
<b>Calendar Description</b>	Students will develop their written and oral communications skills with an emphasis on styles appropriate for a technology-based workplace including technical report writing. They will also develop their teamwork, problem solving, and research skills.	
<b>Instructor(s)</b>	Joel Hilchey	E-Mail: hilchey@mcmaster.ca Office Hours & Location: Online by appointment
<b>Teaching Assistants</b>	Calder Hutchinson Aurora Selim	Email: tbd Email: selimt@mcmaster.ca

### 2. COURSE SPECIFICS

Course Description	By the end of this course, you'll believe that communication and people-skills will make a big difference in your career and your education, and you'll have a clearer idea of how to use those skills to help others and get what you want.		
Instruction Type	Code	Type	Hours per term
	C	Classroom instruction	2
	L	Laboratory, workshop or fieldwork	
	T	Tutorial	2
	DE	Distance education	
	Total Hours		4
Resources	ISBN	Textbook Title & Edition	Author & Publisher
	ISBN:		
	Other Supplies	Source	
Prerequisite(s)	Registration in Automation Engineering Technology, Automotive and Vehicle Engineering Technology, or Biotechnology		
Corequisite(s)	none		
Antirequisite(s)	GENTECH 1CS3, 1CZ3, 3TC3		
Course Specific Policies	See Grading & Assessments below.		
Departmental Policies	Students must maintain a GPA of 3.5/12 to continue in the program.		
	In order to achieve the required learning objectives, on average, B.Tech. students can expect to do at least 3 hours of “out-of-class” work for every scheduled hour in		

	<p>class. “Out-of-class” work includes reading, research, assignments and preparation for tests and examinations.</p> <p>Where group work is indicated in the course outline, such collaborative work is mandatory.</p> <p>The use of cell phones, iPods, laptops and other personal electronic devices are prohibited from the classroom during the class time, unless the instructor makes an explicit exception.</p> <p>Announcements made in class or placed on Avenue are considered to have been communicated to all students including those individuals that are not in class.</p> <p>Instructor has the right to submit work to software to identify plagiarism.</p>	
<b>3. SUB TOPIC(S) &amp; Calendar</b>		
	Lecture Topic	Tutorial Topic
Week 1	Skills employers demand, Foundations of Great Communication	No Tutorial
Week 2	Audience Analysis, Clarity	Connect, VIA Character Strengths, Assignment Review
Week 3	Technical Writing & Group Processes	Shipwrecked Activity, Infographic Topic Share & Selection
Week 4	Persuasive Writing	Editing to Make it Shorter, Infographic Audience Analysis
Week 5	READING WEEK – No Lecture	READING WEEK – No Tutorials
Week 6	Cover Letters & Resumes	Accomplishment Statements, Share Individual Infographic Prototypes & Talk Strategy
Week 7	Effective Visuals	Elements of Great Design, Group Infographic Prototype Creation
Week 8	Day-to-day Professional Communications	Feedback, External Feedback on Group Infographic Prototype #1
Week 9	Job Applications	Tightening – filler words & fluff, Feedback on Group Infographic Prototype #2
Week 10	Effective Presentations	Clarifying Your Presentation Topic, Debrief time for Group Project
Week 11	Making Professional Connections	Personality Styles, Presentation Consults
Week 12	Content Review & Wrap up	What’s next? Drop-in Q&A with the TA
Week 13	Exam Review	
<p>Classes end: Wednesday, December 8th, 2021 (1PC3 final lecture on Monday Dec 6)</p> <p>Final Examination Period: Thursday, December 9 to Wednesday, December 22</p> <p>All examinations MUST be written during the scheduled examination period.</p>		

Note that this structure represents a plan and is subject to adjustment term by term. The instructor and the University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes.

<b>4. ASSESSMENT OF LEARNING *including dates*</b>	<b>Weight</b>
Technical Research Report	16%
Career Package	16%
Infographic Group Project	16%
Presentation	16%
Active Learning – Tutorial Assignments & Participation	20%
Exam	16%
<b>See Grading &amp; Assessment plan below for specific information and deadlines</b>	
<b>TOTAL</b>	<b>100%</b>

Percentage grades will be converted to letter grades and grade points per the University calendar.

#### **5. LEARNING OUTCOMES**

- Students will report a strong belief that non-technical skills (such as communication, interpersonal skills, and negotiation skills) are important aspects of technical workplaces.
- Students will be able to explain and apply several interpersonal skills:
  - Strategies for Problem-solving
  - Working in groups
  - Leading Groups
  - Understanding Personality Types
- Students will be able to explain and demonstrate several oral communications skills appropriate for professional technical workplaces:
  - Demonstrate effective listening,
  - Create and deliver effective presentations,
  - Deliver effective feedback,
  - Appropriately respond to receiving feedback,
  - Deliver effective answers to job interview questions
  - Explain effective press interview responses,
  - Create effective day-to-day business conversations
- Develop stronger written communications skills appropriate for professional technical workplaces (including research reports, technical documents, writing resumes, and day-to-day business communications)
  - Describe the essential components and characteristics of effective research reports
  - Apply the principles of brevity and clarity to the writing of technical documents.
  - Create the essential components of effective resumes
  - Apply the principles of brevity and clarity to day-to-day business communications.
- Explain and apply techniques for being influential in your communication

- a. Apply the technique of audience analysis
- b. Apply credibility-building techniques
- c. Explain some persuasive verbal and non-verbal signals,
- d. Apply effective incorporation of visuals

## **6. COURSE OUTLINE – APPROVED ADVISORY STATEMENTS**

### **ANTI-DISCRIMINATION**

The Faculty of Engineering is concerned with ensuring an environment that is free of all discrimination. If there is a problem, individuals are reminded that they should contact the Department Chair, the Sexual Harassment Officer or the Human Rights Consultant, as soon as possible.

[http://www.mcmaster.ca/policy/General/HR/Discrimination\\_Harassment\\_Sexual\\_Harassment-Prevention&Response.pdf](http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf)

### **ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty: The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **AUTHENTICITY / PLAGIARISM DETECTION**

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **COURSES WITH AN ON-LINE ELEMENT**

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is

dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

#### **ONLINE PROCTORING**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

#### **COMMUNICATIONS**

It is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use the University provided e-mail address or maintain a valid forwarding e-mail address.
- Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their @mcmaster.ca alias.
- Accept that forwarded e-mails may be lost and that e-mail is considered received if sent via the student's @mcmaster.ca alias.
- Check the McMaster/Avenue email and course websites on a regular basis during the term.

#### **CONDUCT EXPECTATIONS**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

#### **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

#### **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

#### **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests. <http://www.mcmaster.ca/policy/Students-AcademicStudies/Studentcode.pdf>

### **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## Grading & Assessment Details:

- MSAF's and Missed/Late/Failed assignments:
  - If you miss a deadline for a major assignment, submit an MSAF. Additionally, email the TA and cc the instructor, and state the date by which you will submit the late work. Major assignment grades will not be redistributed to other assignments, but you will receive an extension to do your work.
  - If you miss a week of tutorial or an Active Learning submission deadline, there is a penalty-free grace period until the following Monday at 10:30am. After Monday at 10:30, you can make-up the 2% by completing one of the Active Learning make-up assignments (you may complete either or both, and both are due on Saturday December 4<sup>th</sup>). MSAF's are not necessary for missed active learning assignments.
- Of course, if you have extenuating circumstances or prolonged absence for medical or personal reasons, you should speak to the professor and to the office of the Associate Dean to make special arrangements.

### GENTECH 1PC3 Major Assignments at a Glance:

**All assignments due Saturdays at 12 noon on avenue – Due Dates indicated.**

#### Major Assignments (16% each):

1. **Technical Research Report (October 9)**
  - A 2500-word report on a technical topic of interest to you.
2. **Career Package (October 30) (& Bonus Opportunity)**
  - Resume, Cover Letter & Interview Question Responses
3. **Infographic Group Project (November 13)**
  - 1-Page Infographic on a topic of group's choice
4. **Presentation & Reflection (November 27)**
  - Ignite-style condensed (12 Slides x 15 seconds): Advice for fellow undergrads

**Active Learning Assignments (10 x 2% each, for 20% total):** Weekly short submissions, based on the tutorial activity of the week.

**EXAM (16%):** Details to be shared in class. To be scheduled by the Registrar during the exam time.

## Technical Research Report (Due October 9)

Create an approximately 2500-word (+/- 10%) research report on a technical topic of interest to you.

**Due by 12 noon in the Avenue dropbox.** Submit this as a pdf.

This research report will be a literature review; you're not expected to do any original studies or experiments - you'll be looking up information that others have researched.

**As a research paper, you should start with a question to drive the report.**

Good examples: "To what extent can electric cars replace gasoline cars?" "What would enable explosive growth in electric car sales?" (These are great, because they are short, clear questions that open the door to interesting answers that consider lots of information.)

Mediocre example: "Can electric cars replace gasoline cars?" (This is mediocre because it's a yes/no question, and the answer would surely be more nuanced.)

Bad example: "Report on the status of electric cars" (This is bad because it's not a question, and while there might be lots you could say about electric cars, the report would lack focus and clarity.)

**This isn't an essay, it's a research report – [check out some differences here](#), so include the most common research report sections: Abstract, Introduction, Results, Discussion, Recommendations. References either in APA or MLA format (not included in word count), but if you can't decide, use APA (since it's more common for technical papers). Google the format of a research report if you're unsure. Diagrams, images, tables, etc. are all great.**

Rubric will include: Clear question, correct length and level of detail, variety of research sources, all sections included, writing is reasonably clear, no egregious language errors (spelling, grammar, or usage). To earn top grades, think about how you can demonstrate your extra work and effort. For example: Exceptionally clear, exceptionally well-researched, or particularly intriguing or compelling.

## Career Package (Due October 30)

Prepare an application: a cover letter, resume, and outlined responses to a few common interview questions to either – a) the [job posting for Do-it-All Lab Corp](#) (below), or b) another job posting of your choice.

**Due by 12 noon in the Avenue dropbox.** Submit this as a single .pdf (as you probably would do for a job). If you use your own job posting, include a copy of it in your submission as an appendix. You do not need to actually apply for the job.

This career package has 3 parts:

1. Cover letter.
2. Resume
3. Outlined responses to the following 3 common interview questions:
  - 3.1. Tell me about a time when you demonstrated leadership skills.
  - 3.2. What is one of your weaknesses?
  - 3.3. Tell me about a time when you worked on a team.

Expect to see things like this in the rubric:

- Your cover letter and resume wouldn't be outright rejected.
- Your cover letter and resume should be customized to the position, well-formatted, free from errors, and utilize the specifics of accomplishment statements – discussed in class and tutorials.
- Your interview question outlines should also use the specifics of accomplishment statements, but should have more detail to create a story:
  - What was the situation?
  - What did you specifically do?
  - What was the outcome?
  - What did you learn / what was the generalization of this example?

### BONUS Opportunity (1% on final grade):

We've got a Bonus Opportunity for you. It's worth 1% on top of your final grade at the end of the course (not 1% on this assignment, but 1% on the COURSE)

We want to help you improve your resume and cover letter, so we need some samples to compare and use for a mock-hiring process. Here's how to get the bonus:

1. Create your cover letter and resume for a fictitious job posting - below. BUT, please anonymize it by replacing your name and giving it a fake name (please keep it appropriate). Classmates will be looking at it and judging it, so there's some peer review here... But otherwise, try to make it as close to "yours" as possible so you benefit from the feedback.
2. Upload the Cover Letter and Resume as a single pdf to the "Bonus Assignment" Dropbox on Avenue. Due: October 30, at 1pm (1 hour after the career package is due, to give you extra time to anonymize it).
3. Come to Lecture (final date tbd, but either November 1, 8, or 15) and participate in the sorting activity.
4. Submit your Activity Response (to be explained in lecture, but it'll be a combo of a 500 word reflection and a list from the activity) in the Bonus Dropbox folder by Saturday, Nov 20, at 12 noon. (The dropbox will be re-opened for this.)

Note: You must complete ALL parts to get the bonus mark. (Create, Submit, Participate, Reflect)  
BUT – you'll benefit from the activity even if you DON'T submit your own.

## Do-it-all Lab Corp Fake Job posting for The Career Package Assignment:

Do-it-all Lab Corp is seeking an enthusiastic summer student intern!

Do-it-all Labs is an exciting place to build a career. While you won't see our name in any product aisles, we're proud to be a behind-the-scenes helper to some of Canada's biggest brands. We operate a cross-Canada network of high-tech labs, and we work with our clients - Canada's manufacturers and product developers - to deliver customized mechanical and chemical testing to help them refine and optimize their products.

Working as an intern as part of our integrated lab team, you'll be working with both our lab technicians as well as our front-line sales staff. We believe in exposing interns to the full-range of opportunities to help them see where there they could best fit within the company.

Required skills & competencies:

- Excellent Written and Verbal Communication Skills
- Proficiency in MS Office
- Ability to Learn Specialized Technical Lab Equipment (Experience testing chemical samples on the tufftoosayit 2020 machine would be an asset)
- Detail-focused & thorough
- Great team-player
- Coachable
- Experience with technical sales, lab report work, and administration would all be assets
- Ideally, you'd be flexible in where you worked, as some travel may be required, though proficiency with Zoom may suffice.

If you're enrolled in a technical degree program at college or university, and interested in pursuing a career in a technical field, we'd welcome your application! Please send your resume to our hiring manager, Ms. May Beeyoolgetthyerd.

## Infographic Group Project (Due November 7)

Working with your assigned group of 3-4 people, create an infographic on a topic of your choosing, for an audience of your choosing.

**Due by 12 noon in the Avenue dropbox. Each member of the group should submit a copy of the same report. Ensure all group members' names and ID's are included.**

This infographic group project submission has 4 parts:

- A. Audience Analysis – as a .doc or .docx file.
  - a. Who are they?
  - b. What do they care about?
  - c. What do they already know and feel about this topic?
  - d. What is your call to action? (ie – what are they supposed to do?)
  - e. What do you want them to know and feel?
- B. Strategy – as a .doc or .docx file.
  - a. What is your strategy? Summarize why you made the decisions you did and designed things the way you did.
- C. Draft Concepts: All the group's rough work, clearly labelled with who created each thing. (This is the same as the Active Learning work – combine and re-submit with your final report)
- D. Your final infographic – a pdf.

To help with this project, part of each week's tutorial will be dedicated to this group project. You'll see that the active learning assignments are often the preparation for the tutorial. You'll have group time during your weekly tutorial to work on these pieces, with some homework between sessions. You may change your tutorial section by using [this link](#) (By September 25<sup>th</sup>). ***If you're unable to attend tutorials in your designated time, your group will need to arrange alternate times to meet.***

***As a rough outline for when things will be happening, here is the flow – (you'll notice many of these steps are reflected in the active learning assignments – so you'll get credit for the process work as well as the final products!)***

- Tutorial 2: Come prepared with 10 topic ideas to pitch to your group. You will share ideas and decide.
- Tutorial 3: Come prepared with 10 visual concepts (images, diagrams, concepts, layouts, etc) to share. The group will share, discuss, and clarify Part A – Audience Analysis.
- Reading Week: Working independently (without collaborating with your group), create a prototype infographic.
- Tutorial 4: Come prepared with your individual prototype. The group will share, discuss, and work on Part B – Strategy.

- Tutorial 5: The group will have time to work on the first group prototype (where individual ideas get combined), and submit Group Prototype #1 at the end of the week.
- Tutorial 6: You'll get peer feedback on Group Prototype #1 and have time to discuss feedback and edits.
- Tutorial 7: Polishing time. If you come prepared with your "Final Draft", you'll get feedback from the TA on how to polish/improve it for a higher grade. (People are often surprised how much feedback their "final" draft receives, so participation is wise.)
- Tutorial 8: Come prepared with written peer reviews – as part of your [Group Project Process Report](#). Debrief discussion of your group progress.

The tutorials will be guided to help ensure you're on track, and Joel and the TA's will be available for questions and support throughout.

## Presentation & Reflection (Due November 27)

Create a condensed “Ignite”-style presentation (**12 slides**, auto-advancing every 15 seconds). The presentation can be on one of these two topics:

- Option 1: *Advice for my fellow undergrads.*
- Option 2: *Recommendation based on the Technical Research Report.*

*Check out these videos for help with your structure and focus:*

1. [Chris Anderson, “TED’s Secret to Great Public Speaking”](#)
2. <https://vividmethod.com/a-short-speech-create-a-3-minute-speech-that-rocks/>

THEN, check out <http://www.ignitetalks.io/> - This style of presentation is 5 minutes long, with 20 slides, that auto-advance every 15 seconds.

Your job is to create a 3-minute presentation in a CONDENSED “ignite”- style, with just 12 slides instead of 20, that auto-advance every 15 seconds.

Your target audience is either your fellow-undergrad peers or a suitable decision-maker for your technical topic.

### **METHOD of SUBMISSION for your Presentation:**

Post your video on YouTube or another place online where someone can click a link and watch it. (On youtube, either make it “public” or “viewable by anyone with the link” - Do NOT list it as “Private” or we won't be able to grade it). Have a friend try to view your video once you post it to ensure it works. Ensure the link remains active until December 31st, 2021.

Create a set of powerpoint slides. You do NOT need to submit the slide deck as a separate file, but you should capture the images to be saved as part of the word document (explained next.)

Create a WORD document (not a PDF) - no need for a cover page – that contains:

- your name, and your student number
- the title of your talk,
- the link to your video posting,
- The script of your talk, and any references that are appropriate. (watch some other TED talks for how they reference the work of other people – bibliographies get in the way of

the point, but acknowledgement is important, and citing “hard to believe” facts can be helpful in persuasion.) Some people like to script before they present, but some prefer to simply outline ahead of time. Depending on your approach, you may want to create the script AFTER you actually do the presentation, and if you do, you can use voice recognition or a service like otter.ai to get a transcript, but you should do your best to check the grammar and wording.

- Include images of your slides within the word document.
- **ALSO: Include answers to these questions:**
  1. **Who is the audience? (a specific person or a description or category)**
  2. **What do they know about this topic already? (3 most relevant bullet points)**
  3. **What is the question in their mind that you are trying to help them answer? (1 sentence)**
  4. **What do you want them to do? (1 sentence)**
  5. **What was your strategy in crafting this presentation? (~500 words)**
- **Submit this document on Avenue to Learn**

Expect these things in the rubric: Make a clear, relevant point in a presentation of the specified style. Explain the point. Make use of good visual support from your slides. Demonstrate that you put effort into the project.

## Active Learning Assignments – 2% each, 20% total:

### Active Learning #1 - Due September 25

Submit Part A and B as a single file on avenue.

Part A: 10 Individual Topic Ideas for Infographic, PLUS

Part B: Character Strengths Activity – explained here: Write a ~200-word review of your ViaStrengths Profile: “Through the process of studying my strengths, what have I learned about myself, about others, and how can I apply it? Complete the free Character Strengths Self-Assessment at ViaCharacter:

<https://www.viacharacter.org/survey/account/register> - **Include your results/report as a separate file in your submission.**

### Active Learning #2 - Due October 2

Submit Part A and B as a single file on avenue.

Part A: 10 Individual Visual Concepts for Infographic, PLUS

Part B: ~200 word reflection on Shipwrecked Activity from tutorial

### Active Learning #3 – Due October 9

Submit a draft of Part A of the Infographic Group Project

### Active Learning #4 – Due October 16

Submit a draft of your individual infographic prototype

### Active Learning #5 – Due October 23

Submit a draft of Part B of the Infographic Group Project

### Active Learning #6 – Due October 30

Submit a draft of your group's Prototype #1 for the Infographic.

### Active Learning #7 – Due November 6

Submit a summary of the feedback you received on your group's Prototype #1 for your Infographic.

### Active Learning #8 – Due November 13

Submit your peer reviews of your group members. (100-200 words per person on their strengths & contributions, and 100-200 words per person on each person's challenges and areas for growth)

### Active Learning #9 – Due November 20

Submit your Group Project Process Report - Outlined below.

### Active Learning #10 – Due December 4

Submit your Course Exit Survey – link to be provided on avenue.

If needed, you may submit up to two make-up assignments for any missed Active Learning Assignments:

Active Learning Make-up #1 – Due December 4

Submit your Interview Commentary Assignment

Active Learning Make-up #2 – Due December 4

Submit your Professional Communication Self-Reflection

## Group Project Process Report (Due November 20)

Reflect on working with your assigned group of 3 or 4 people for the Infographic Group Project, and create a report outlining the group's successes, challenges, and learning.

**Due by 12 noon in the Avenue dropbox. Each member of the group should create their own independent report. However, ensure all group members' names and ID's are listed. Submit as a .doc or .docx**

This report has 4 sections:

1. Peer feedback: (Everyone writes feedback for each group member)
  - a. Peer reviews of YOUR strengths and contributions (each person writes ~100-200 words per person) If a group member did not provide you with feedback, simply state: "I asked for the feedback by email on (Date), but did not receive feedback by (Date)."
  - b. Peer reviews of YOUR biggest areas for improvement/growth (each person writes ~100-200 words per person). If a group member did not provide you with feedback, simply state: "I asked for the feedback by email on (Date), but did not receive feedback by (Date)."
  - c. YOUR reviews of your teammates, along with date emailed to them. (which will be included on section 1a and 1b of their reports)
2. Self review:
  - a. Your self-assessment of your strengths & contributions, with connections to patterns outside this project/course (~500 words)
  - b. Your self-assessment of biggest areas for improvement/growth, with connections to patterns outside this project/course (~500 words)
3. Group Process:
  - a. Your assessment of the group's biggest successes (200-500 words)
  - b. Your assessment of the group's biggest challenges (200-500 words)
4. Looking Forward:
  - a. Your biggest learning about how to succeed with future group projects. (~500 words)

## Interview Commentary Video – Active Learning Make-up Assignment (Due Dec 4)

Find a video where someone is being interviewed (or otherwise communicating an important message), and record a commentary-style video where you comment on specifics of the subject's communication, both good and bad.

Some notes to help you out:

- The topic can be anything you like – so make it something you care about.
- Find a chunk about 5 minutes in length. It can be longer, but you should select about 5 minutes for your review, even if it's in chunks.
- Consider using software (like Zoom?) to take advantage of annotations, video-within-video, or other tools to help make your points.
- It isn't a critique of CONTENT, it's a critique of communication. Content may be a factor, but view it all through the lens of effective communication.
- Match your comments with the moments it happens: Show the video, then pause it to discuss. Think like a late-night host.
- Aim for about 1-2 minutes of commentary for each minute of original video for 10-15 min total.

**METHOD of SUBMISSION for Interview Commentary Video:** Post your video on YouTube (or another place online) according to the instructions for [Presentation #1](#).

Create a WORD document (not a PDF) - no need for a cover page – that contains:

- your name, and your student number
- the link to your video posting, and the link to the original video
- **Submit this document on Avenue to Learn by 12 noon.**

Pass Criteria: Your comments demonstrate your knowledge of effective communication.

## Professional Communication Self-Reflection – Active Learning Make-up Assignment (Due Dec 4)

Consider everything you have learned in this course about written communication, oral communication, and working with others. Do a self-reflection on your strengths and areas for improvement, and present it in any format you like (video, written report, blog-post, podcast audio, graphic novel... your choice!)

**Due by 12 noon in the Avenue dropbox.** Submit this in the dropbox in an appropriate file format.

Pass Criteria: You demonstrate real learning and self-awareness.